



SW241: Social Work Generalist Practice

Course Information

Semester: Spring 2022

Semester Hours: 3

Class Time: online

Instructor Information

Instructor: Lauren Nichols

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Office Location: Expedition Hall 21

Office Hours: by appointment via phone, or online

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional Social Workers instilling the knowledge, skills, values, and cognitive and affective processes to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional Social Work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships, including a curriculum that highlights a global perspective. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the Social Work profession, including the recognition that professional development is a life-long learning process. Our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful social science research projects (often program evaluation or needs assessments) through our research sequence, which culminates in a public symposium. (Revised September 2019)

Course Description

This course is a continuation of Social Work 140 that introduced students to the social work profession in relation to social services in a social welfare system context. Elementary social work processes focus on an overview of the theoretical knowledge and methodological skills necessary for entry-level practice in social work. Topics covered include generalist practice; social work values; principles of interviewing; assessment; confidentiality; contemporary theories of counseling; social work with individuals, groups, families and community practice; evaluation; general systems theory; cross cultural social work; working within a bureaucratic system; burnout; and the frustrations and satisfaction of being a social worker. Case examples are discussed and role-played to apply the theory that is presented.

This course also provides an introduction to, and overview of, practice skills, methods, and problem solving processes necessary to generalist social work practice with diverse populations. The course consists of lecture, and group discussion to facilitate integration of values, ethics, knowledge and skills base in work with individuals, groups, organizations and communities.

Pre-requisite: SW 140 or permission of instructor or may be taken concurrently with SW 140.

Introduction and Overview

The generalist practice problem-solving model is emphasized and integrated into this social work course. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. This course provides an introduction to and an overview of practice skills, methods, and problem solving processes necessary to generalist social work practice. This course will consist of lecture, group discussion, and practice activity components to facilitate integration of values, ethics, knowledge and skills base in work with individuals, groups, organizations and communities.

Purpose of the Course in the Curriculum

Generalist social work practice incorporates knowledge that is transferable, empowers individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span, evaluates the impact of social policies and other social forces and serves as a foundation for professional practice.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

As a result of the focus on competency based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
Competency 1:	Demonstrate Ethical & Professional Behavior
1.1	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
Competency 2:	Engage Diversity and Difference in Practice
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

COMPETENCY	DESCRIPTION
	2.2 present themselves as learners and engage clients and constituencies as expert of their own experiences
	2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
	6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities
	7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
	7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
	8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
	8.5 facilitate effective transitions and endings that advance mutually agreed-on goals

Required Textbooks

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author. (Needed for all social work courses).
- Birkenmaier, J. & Berg-Weger, M. (2017). *The Practice of Generalist Social Work* (4th ed.). New York, NY: Routledge.
- Friedlander, L. (Director). (2006). *Take the lead* [Motion Picture]. United States: New Line Cinema. (Needed for week 12 – may want to rent and just watch once).

Classroom Expectations

Saturday Intensive Attendance

The primary teaching approach in this class is Hybrid and students will engage in collaborative learning both in-class through Saturday Intensives and on-line through video meetings and discussions. Saturday Intensives this year will be held synchronously (live) via Zoom due to COVID. They will be held from 9:00am to 3:00pm. Materials in the course will be presented through reading and media presentations in the weekly content folder. Additionally some content will be presented in the Saturday Intensives. Students will be responsible for all materials presented on-line and in-class.

Social and Economic Justice

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

There will be times during this course when personal or sensitive information is discussed. Because of our commitment to ‘Dignity and Worth of a Person’ and ‘Importance of Human Relationships,’ I expect dialogue within discussion threads and posts to be respectful and professional. Be open to cultural humility when a different view other than your own is described. Ask questions and seek clarification before coming to judgmental conclusions.

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from the Student Counseling

Center: Disability Services. If a student would like to request accommodations, he or she must contact the Student Counseling Center: Disability Services so that a Letter of Accommodation may be sent to the instructor. Students requesting accommodations must contact the Student Counseling Center: Disability Services at the beginning of each semester, 208-792-2211.

If course adaptations or accommodations are needed because of a disability, if you need to make the instructor aware of emergency medical information, or if you will need special arrangements in case of building evacuation, please contact the instructor by the 10th day of the semester.

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. Please visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the **NASW Code of Ethics**, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and

Encourage people to develop their own voice.

Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client. Acknowledge you have done so by placing an asterisk behind the name. For example, "I have a friend, Joe Bob*, who has dealt with a similar situation."

Deadline for Submission of Class Assignments

- Assignments must be submitted through Canvas unless otherwise arranged and approved by the instructor.
- Discussion Threads, Reply Posts, Reflection Papers, Assignments, and Exams are due on the dates listed on the syllabus/course schedule or as scheduled by the instructor of this course. Late Discussion Threads, Reply Posts, Reflection Papers, Assignments, and Exams will have an automatic 10% deducted from the total.

Only work submitted before the midnight the Wednesday of Final's week of the semester will be accepted for inclusion in the grade for that semester.

1. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are not an option in this class. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work is submitted.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association (6th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 point font, preferably Times New Romans style or a similarly readable style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and

possibly the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Policy Regarding GPA

Social work majors must achieve a B- or better in this required social work course. In the event that a student does not achieve a B- or better in this course, he/she will be required to retake it.

Additionally, students must maintain an overall GPA of 2.5 in LCSC and Transfer Credits and a 2.7 cumulative GPA in all social work courses.

Policy Regarding Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student's control. It is the responsibility of the students to request an incomplete grade from the instructor before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of "F."

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. Discussion Board Post (10 Points)

- a. You will participate in one Discussion Boards to introduce yourself to the class. You will respond to the topic forum and reply to at least two classmates for each forum. Initial posts are due Thursdays through Canvas by midnight and at least two replies are due Sunday through Canvas by midnight of that week.

2. Self-Reflection Paper (25 points)

- a. In a journal style paper report your feelings, thoughts, and beliefs regarding working with your GPCP partner, self-care in general, and your current 8 Ways to Well-being practice. See Canvas for full instructions.

3. Video Meetings (175 Points)

- a. You will participate in five Video Meetings via Zoom with your Generalist Planned Change Process (GPCP) Partner. The first Video Meeting will be to orient yourself to setting up meetings in Zoom and to introduce

yourself to your partner. The remaining four will be with your Generalist Planned Change Process (GPCP) Partner for the purpose of creating goals and a plan with your partner that your partner will work on during the Semester. This assignment will enable your instructor to evaluate your engagement, assessment, planning, intervention, evaluation, and termination skills. There will be 5 Video Meetings at 35 points each for a total of 175 points. See Canvas for instructions.

4. Reading Quizzes (140 Points)

- a. Students are expected to read the textbook's assigned chapter each week prior to participating in discussion posts, assignments, or chapter quizzes. Weekly quizzes are due Sunday through Canvas by midnight of that week. There will be 14 quizzes at 10 points each for a total of 140 points.

5. Help Paper (50 Points)

- a. In the Help Paper, you will write a paper on the experience of being asked for help and your own experience of asking for help. See Canvas for instructions.

6. Ethical Decision-Making Process (50 Points)

- a. For this assignment, you will utilize the Ethical Decision-Making Worksheet provided in Canvas to assist you in working through an ethical dilemma case example. See Canvas for instructions.

7. Generalist Planned Change Process Assignments

- a. Expectations:
 1. In this semester long assignment, you will be randomly paired with a peer from your class to practice working through each phase of Generalist Planned Change Process (GPCP). Together you will take turns being the client and the social worker with the goal of developing a viable self-care plan for each of you this semester.
 2. **Confidentiality:** It is your duty to protect your partner's right to confidentiality.
 3. It is expected that you interact and communicate through Video for 80% of your communication.
 4. See Canvas for instructions for each of the 7 GPCP Assignments.
- b. Engagement Paper (25 Points)
- c. Assessment Paper (50 Points)
- d. Planning Paper (50 Points)
- e. Intervention Paper (25 Points)
- f. Evaluation Paper (25 Points)
- g. Termination Paper (25 Points)

8. Stages of Group Development Paper (100 Points)

- a. For this Stages of Group Development Paper, you will watch a movie demonstrating stages of group development on your own. Students will follow the portrayed group through the stages of group development, examine the strategies the facilitator utilized, and note roles played by various group members. See Canvas for instructions.

Total Points 750

Tentative Class Schedule

*All assignments are due Sunday by Midnight unless otherwise stated with an *.*

Week & Date	Activity	Readings	Assignments – Points
Week 1 Jan 18 - 23	Syllabus, Overview of Class, & Understanding Social Work Practice	Syllabus & Assignment Instructions	*Reading Quiz on Syllabus *Discussion Board
Week 2 Jan 24 - 30	Understanding Social Work Practice & Theory	Chapter 1	Reading Quiz Ch. 1 Video Meeting 1 with partner Self-Reflection Paper
Week 3 Jan. 31 – Feb. 6	Applying Values & Ethics Individual Engagement	Chapter 2	Reading Quiz Ch. 2 Help Paper - 50
Week 4 Feb. 7 - 13	Individual Engagement Individual Assessment	Chapter 3	Reading Quiz Ch. 3 Video Meeting 2 with partner
Week 5 Feb. 14 - 20 Synchronous Zoom meeting 9:00-3:00	Individual Assessment Applying Values & Ethics	Chapter 4	Reading Quiz Ch. 4
Week 6 Feb.21 - 27	Individual Planning, Case Study, and Skills Practice	Chapter 5	Reading Quiz Ch. 5 Engagement Paper* Ethical Decision-Making Process*
Week 7 Feb. 28 – Mar. 6	Family Engagement	Chapter 6 (1 st half)	Reading Quiz Ch. 6 first half Assessment Paper
Week 8 Mar. 6 - 13	Family Assessment	Chapter 6 (2 nd half)	Reading Quiz Ch. 6 2 nd half Video Meeting 3 with partner
Week 9 Mar. 14 - 20	Family Planning & Intervention	Chapter 7	Planning Paper
Week 10 Mar. 21 - 27	Group Engagement & Assessment, Case Study, and Skills Practice	Chapter 8	Reading Quiz Ch. 8

Week & Date	Activity	Readings	Assignments – Points
Spring Break Mar. 28 – Apr. 1			
Week 11 Apr. 4 - 10		Watch Film: <i>Take the Lead</i>	Video Meeting 4 with partner
Week 12 Apr. 11 - 17 Synchronous Zoom meeting 9:00-3:00	Group Intervention, Termination, Evaluation	Chapter 9	Reading Quiz Ch. 9 Intervention Paper*
Week 13 Apr. 18 - 24	Community Engagement, Assessment and Planning	Chapter 10	Reading Quiz Ch. 10 Stages of Group Development Paper
Week 14 Apr. 25 – May 1	Community Intervention, Evaluation	Chapter 11	Reading Quiz Ch. 11 Evaluation Paper
Week 15 May 2 - 8	Organization Engagement & Assessment, & Individual Termination	Chapter 12	Reading Quiz Ch. 12 Video Meeting 5 with partner Termination Paper
Week 16	No new material		No new assignments